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Action

Professional Services Committee

Adoption of Proposed Induction Standards

Executive Summary: This agenda item presents the proposed *Standards of Quality and Effectiveness for Teacher Induction Programs* as required by SB 1209 (Chap. 517, Stats. 2006). Further, this item addresses the issues of Preconditions and Common Standards as they relate to induction programs.

Recommended Action: Staff recommends Commission adoption of the proposed *Standards of Quality and Effectiveness for Teacher Induction Programs*, the proposed *Preconditions for Induction Programs*, and the two additional recommendations listed on page 9 of the agenda item related to Common Standards for induction programs.

Presenter: Teri Clark, Administrator,
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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

June 2008

Adoption of Proposed Induction Standards

Introduction

This agenda item presents the proposed *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* (Induction Standards), as required by Senate Bill 1209 (Chap. 517, Stats. 2006) for the Commission's consideration and adoption. Further, this item addresses the issues of Preconditions and Common Standards as they relate to induction programs.

Background

SB 1209 reflected a number of recommendations contained in *The Status of the Teaching Profession, 2005*, a report issued by the Center for the Future of Teaching and Learning. In addition to other mandates, SB 1209 required an external evaluation of the Beginning Teacher Support and Assessment Induction (BTSA) Program and the California Intern (Intern) Program, culminating with a report that was submitted to the Legislature on December 1, 2007. At the January-February 2008 Commission meeting, an agenda item was presented that addressed the evaluation and its recommendations. This item is available on the Commission's website at <http://www.ctc.ca.gov/commission/agendas/2008-01/2008-01-2H.pdf>.

SB 1209 further required that a review and revision of the induction standards be completed by July 1, 2008, and that the review take into consideration the findings of the external evaluation. The purpose of the review and revision of the standards included: 1) reducing barriers and redundancy in teacher credentialing; 2) streamlining the credentialing process; and 3) ensuring that the adopted standards do not require programs to introduce new content, but instead require teachers in induction to demonstrate the knowledge and skills that were previously acquired in the preliminary teacher preparation program.

Update on the Induction Standards Review Work and the Design of the Induction Standards

At the January-February (<http://www.ctc.ca.gov/commission/agendas/2008-01/2008-01-2I.pdf>), March (<http://www.ctc.ca.gov/commission/agendas/2008-03/2008-03-3D.pdf>), and April (<http://www.ctc.ca.gov/commission/agendas/2008-04/2008-04-2F.pdf>) Commission meetings, staff presented updates on the work of the Induction Standards Design Team. The members of the Design Team are included in Appendix A.

At its May meeting, the Design Team was updated on the discussion from the April Commission meeting and the May Committee on Accreditation meeting regarding the Commission's Common Standards. With the required date of July 1, 2008 for adoption of revised Induction Program Standards, the Design Team was comfortable with recommending the temporary utilization of the adopted Common Standards with induction specific language below each Common Standard (Appendix B). The idea is that this temporary solution would be used until the Commission adopts revised Common Standards that apply more universally to all types of credential programs. The Design Team supports the ongoing work to ensure that the

Commission's Common Standards address all types of program sponsors and all types of educator preparation programs. It is the belief of the Design Team that once the Common Standards are reviewed and some edits are proposed, that some of the induction specific language will no longer be necessary.

The final draft of the Design Team's proposed induction standards utilize the Commission's Common Standards and Program Standards (Appendix B). The approved induction programs will need to meet the Commission's adopted Common and Program Standards. The standards presented to the Commission in April had *sample* Program Planning Prompts (PPPs) following each of the proposed Induction Program standards. The purpose of the PPPs is to support a prospective program in designing an induction program and to provide additional information to program leaders to understand what the program standards mean. The Design Team has not yet completed its work on the PPPs, therefore they are not included in this agenda item. The group has agreed to continue working on the PPPs and they will be shared through the BTSA Induction Cluster structure and posted on the Commission's web page once the group completes its work.

The Design Team also incorporated the recommendations from the SB 1209 directed BTSA-Intern Study, conducted by the University of California, Riverside. Based on the recommendation from the study and the panel members' expertise and experience, the *Using Technology to Support Student Learning* standard has been infused into the *Pedagogy* and the *Universal Access* standards. The Design Team believes that participating teachers should be using technology in their instruction to support the full range of learners in meeting the academic content standards. Therefore, the stand alone technology standard does not appear in the proposed Induction Standards.

The *Creating a Supportive and Healthy Environment for Student Learning* standard has also been infused into both the proposed *Pedagogy* and *Universal Access* standards. In a manner similar to the technology standard, the Design Team concurred that all participating teachers should consider the health and safety of all students, at all times, and worked to embed the concepts from the prior standard into the two proposed standards.

Stakeholder Feedback

During March, April, and May stakeholders were given opportunities to provide feedback to the draft induction standards. The six BTSA Induction Regional Clusters (BTSA Cluster map- http://www.btsa.ca.gov/ba/cluster_map.html) held their spring cluster meetings during April 2008. One or more members of the Induction Standards Design Team were present at each of the cluster meetings and provided some of the thought process and background information on the proposed induction standards for the BTSA Induction program leaders in attendance. At each cluster meeting, small group activities took place in which the program directors and coordinators reviewed and discussed the proposed standards and provided feedback on each of the Common and Program Standards within the following four areas:

- Strengths of the proposed standard
- Concerns about the proposed standard
- Challenges in implementing the proposed standard
- Suggested edits for the proposed standard

Representation from the 164 BTSA induction programs statewide along with many higher education partners attending the cluster meetings and had the opportunity to respond to the proposed standards.

After the April meetings, each cluster region director submitted the feedback from their cluster to the Commission. Staff collated the responses to the four prompts for each of the six clusters and provided the feedback to the Design Team members.

Stakeholder feedback on the proposed standard changes was also gathered through an electronic survey supported by the Commission. The online survey was linked to the Commission webpage and was open from March 21 through May 1, 2008. Individuals who responded to the survey provided feedback on the induction specific language related to each Common Standard as well as commented on the draft program standards.

A total of 567 individuals responded to at least some of the Induction Standards Stakeholder Feedback survey with 329 individuals submitting the survey as complete. As Table 1 shows, the largest single group of individuals who responded to the electronic survey was participating teachers, followed by support providers. Although only 32 individuals identified their primary role as at an institution of higher education, 74 of the responders have a role at an institution of higher education.

Table 1: Demographics

Primary Role Group	Response Count	Response Percent
K-12	513	91 %
Institution of higher education	32	6 %
Other	17	3 %

K-12 Roles	Response Count	Response Percent
BTSA Director	32	6 %
BTSA Coordinator	34	6 %
Support Provider	141	26 %
Participating Teacher	225	42 %
District/Site Administrator	94	17 %
Other	15	3 %

IHE Roles	Response Count	Response Percent
Faculty in teacher education	52	70 %
Director of teacher education	4	5 %
Field placement coordinator	3	4 %
Dean	2	3 %
Other	13	18 %

The electronic survey asked stakeholders to judge the clarity of the induction specific language underneath each Common Standard. The options were ‘Very Clear’, ‘Clear’, ‘Somewhat Clear’, and ‘Not at all Clear.’ As Table 2 shows, 81-87% of the stakeholders found the proposed

induction specific standard language to be either ‘Clear’ or ‘Very Clear.’ There was the opportunity for the stakeholders to provide comments on the use of the Common Standards with induction programs. There were anywhere from 12-34 comments provided for the induction specific language aligned with each of the Commission’s Common Standards. Further, there was an additional opportunity for stakeholders to provide feedback on the use of the Common Standards by induction programs. Forty individuals provided responses to this additional prompt. The Induction Standards Design Team reviewed each comment made by the stakeholders.

Table 2: Feedback for the Induction Specific Language for the Common Standards

Common Standard	Number of Responses	Number of Comments	Somewhat or Not at all Clear		Very Clear or Clear	
			Total	Percent	Total	Percent
1) Educational Leadership	404	31	78	19.4%	326	81.1%
2) Unit and Program Evaluation	398	22	63	15.9%	335	84.4%
3) Resources	398	25	68	17.1%	330	83.2%
4) Faculty	396	34	48	12.2%	348	88.1%
5) Admission	402	28	63	13.1%	329	84.1%
6) Advice and Assistance	392	27	52	12.3%	340	87.0%
7) Field Experience and Clinical Practice	396	27	70	17.7%	326	82.5%
8) Program Sponsor, District, and University Field Supervisors	393	23	56	14.3%	337	86.0%
9) Assessment of Candidate Competence	395	15	41	10.4%	354	89.8%
Totals		232	539	15%	3025	85%

The electronic survey also asked stakeholders to judge the clarity of the proposed Induction Program standards: ‘Very Clear’, ‘Clear’, ‘Somewhat Clear’ and ‘Not at all Clear.’ As Table 3 shows, 82-88% of the stakeholders found the proposed standard language to be either ‘Clear’ or ‘Very Clear.’ Opportunity for the stakeholders to comment on each of the proposed program standards was provided. There were anywhere from 30-47 comments provided for each of the proposed program standards.

Table 3: Feedback for the Proposed Induction Program Standards

Proposed Program Standard	Number of Responses	Number of Comments	Somewhat or Not at all Clear		Very Clear or Clear	
			Total	Percent	Total	Percent
1) Program Design and Rationale	335	47	52	13.5%	283	84.5%
2) Communication and Collaboration	318	37	37	11.7%	281	88.4%
3) Program Personnel	315	32	35	11.3%	280	88.7%
4) Formative Assessment and the Individualized Induction Plan	315	30	48	15.2%	267	84.7%
5) Pedagogy	299	47	40	13.3%	259	86.6%
6) Universal Access-Equity	301	47	51	17.2%	250	82.8%
6) Universal Access-Teaching English Learners	300	44	46	15.3%	254	84.6%
6) Universal Access-Teaching Special Populations	298	44	43	14.5 %	255	85.5 %
Totals		328	352	14%	2129	86%

The Induction Standard Design Team met for the final time on May 6-7, 2008. The group thoroughly reviewed all of the cluster meeting and electronic survey feedback, including question responses and comments. Comments or suggestions that were viewed as valid by the group were incorporated into the proposed standards (Appendix B). A summary of the edits the Design Team made is provided below.

Edits to the Proposed Language of the Standards

Some edits were made to the induction specific language underneath each of the Common Standards. The Design Team recommends adopting this language, temporarily, to guide programs in applying the adopted Common Standards to induction programs. The COA will hold an additional meeting in June 2008 to discuss the Common Standards and an information item with possible edits to the Common Standards will be prepared for the Commission later this summer.

Common Standard 1: Educational Leadership

In alignment with Education Code, the Design Team added language clarifying that a school district, county office of education or institution of higher education may sponsor an induction program. Additional language was added relating to the role of the induction program director.

Common Standard 2: Unit and Program Evaluation System

In alignment with Education Code, the language was edited to clarify that in induction, the candidate performance, qualifications, proficiencies, and competence are in relation to the adopted program standards and not to the employment evaluations of the participating teachers.

Common Standard 3: Resources

The Design Team added a sentence related to the need for resources to support initial and on-going professional development for program personnel.

Common Standard 5: Admission

The language related to the Early Completion Option was moved to Common Standard 6.

Common Standard 6: Advice and Assistance

The language related to the Early Completion Option was integrated into the induction specific language for Common Standard 6.

Common Standard 8: Program Sponsor, District and University Field Experience Supervisors

The language was edited to state that the role of support providers is to support the participating teachers in their professional development and completion of credential requirements.

Common Standard 9: Assessment of Candidate Competence

In alignment with Education Code, language was added below this Common Standard to clearly state that induction programs do not participate in the evaluation of participating teachers for employment purposes and that the competency referred to in this Common Standard is in reference to Program Standards 5 (Pedagogy) and 6 (Universal Access: Equity for All Students) found in *Category B: Effective Teaching*.

Edits to the Proposed Language of the Program Standards

In consideration of stakeholder feedback and intent of the program standards, the Design Team made a few edits to the language of the proposed program standards. The majority of the edits were to clarify the concepts, which was usually done by reordering the ideas within a proposed standard.

Program Standard 1: Program Rationale and Design

The original proposed title was “Program Design and Rationale.” The Design Team decided that it makes more sense to first discuss the rationale for the program. The program design is then based on the rationale. Therefore the proposed title was modified. The first sentence from the last paragraph was moved to the induction specific language below Common Standard 1.

Program Standard 2: Communication and Collaboration

The only changes to this proposed standard were minor edits designed to improve the flow of the standard language.

Program Standard 3: Support Providers and Professional Development Providers

The original proposed title was “Program Personnel.” The Design Team decided that it was critical to focus this standard on the support providers (SPs) and professional development providers (PDPs). Therefore the language related to credential analysts and program management personnel was removed from this standard. These employee categories are now addressed in the induction specific language below Common Standard 1.

Program Standard 4: Formative Assessment System

The original proposed title was “Formative Assessment and the Individualized Induction Plan.” The design team agreed with many stakeholders that the title was too long. The formative assessment system includes the participating teacher’s development of professional goals and professional development, also known as the Individualized Induction Plan. Thus the standard title does not need to include the words. The only other changes to this proposed standard were minor edits designed to improve the flow of the standard language.

Program Standard 5: Pedagogy

Stakeholders provided a number of comments about the title of this standard. After extensive discussion, the Design Team decided to keep “Pedagogy” as the title because it aptly describes the substance of this standard - the art and science of teaching. This includes the strategies, techniques, and approaches that teachers use to facilitate learning. The Design Team determined that this standard defines the knowledge, skills and abilities a teacher must have to teach in P-12 schools. In addition, the team augmented and clarified the language related to creating and maintaining a healthy learning environment so that all students are able to learn.

Program Standard 6: Universal Access: Equity for All Students

a) Teaching English Learners

b) Teaching Special Populations

The original proposed language presented this standard in three pieces. This structure was confusing to many stakeholders. The Design Team discussed the feedback and reorganized this standard with an overarching introduction focusing on teaching all students. Following the introduction, there are two subsections to the proposed standard. Subsection a) applies to the Teaching of English Learners and Subsection b) applies to the Teaching of Special Populations. The two subsections are parallel in construction and designed to identify the specific knowledge, skills and abilities all teachers must be able to demonstrate related to these populations.

In addition, the Design Team renamed “Category B” of the standards which was previously called “Teaching All Students.” The Design Team decided that these two standards would be more appropriately named “Effective Teaching” since Program Standard 5 addresses what and how to teach, and Program Standard 6 addresses the modification of teaching to address the needs of all students.

At the end of the two day meeting, the Induction Standards Design Team was in consensus that the proposed induction specific language for the Common Standards and the six Program Standards define what an induction program should do to support an individual with a preliminary multiple and/or single subject credential. The Design Team recommends the standards presented in this agenda item to the Commission for adoption.

Preconditions

California law provides the Commission on Teacher Credentialing with the authority to accredit institutions and approve all programs that lead to a credential to serve as an educator in California's public schools. Among other responsibilities, Section 44225 of the California Education Code outlines that the Commission shall establish professional standards, assessments and examinations for entry and advancement in the education profession, adopt a framework and general standards for the accreditation of preparation programs for teachers and other certificated educators, and propose appropriate rules and regulations in this area. All institutions wishing to offer credential programs in the area of educator preparation programs must first successfully respond to the Commission's preconditions.

Preconditions determine a sponsor's eligibility to apply to the Commission for approval of one or more educator preparation programs. Some preconditions are based on state laws, while other preconditions are established by Commission policy. Examples of preconditions include requirements in areas such as regional accreditation, responsibility and authority for the program; personnel decisions, demonstration of need for the program; and admission requirements, among others. Preconditions are issues of compliance not program quality.

Prospective sponsors who want to offer accredited educator preparation programs must provide a response to each precondition and include appropriate supporting evidence and/or documentation. Commission staff reviews the sponsor's response to the Preconditions and evidence they have submitted. Program sponsors must meet the applicable preconditions (<http://www.ctc.ca.gov/educator-prep/STDS-preconditions.html>) before the program application is reviewed against the Commission-adopted Common Standards and applicable program standards.

Currently, there are no preconditions for induction programs. The Induction Standards Design Team, along with Commission staff developed proposed *Preconditions for Induction Programs*. The Proposed Preconditions are provided as Appendix C of this agenda item.

Next Steps

If the Commission takes action at its June meeting on the four part recommendation listed on page 9 of this agenda item, including adoption of the proposed *Standards of Quality and Effectiveness for Teacher Induction Programs* and proposed *Preconditions for Induction Programs*, staff will immediately communicate this information to the field. The revised program standards will be made available via the Commission's website and will be communicated through the Commission's e-news list. The BTSA Cluster Region Directors, under the direction of the BTSA Interagency Task Force will provide technical assistance to the current BTSA induction programs. Commission staff will be prepared to provide technical assistance to any prospective induction programs sponsored by colleges or universities.

Additional work is taking place to clarify the sample Program Planning Prompts and develop additional prompts.

Activity	Time Frame
Proposed Induction Standards and proposed Preconditions for Induction Programs presented to the Commission for adoption.	June 5, 2008
Approved induction programs begin to review and revise their programs and program documents to meet the revised program standards.	July-October 2008
Proposed Common Standard language returns to the Commission for adoption.	October 2008
Approved programs begin to review and revise their program and program documents to meet the Commission's Common Standards.	November-February 2009
Regional review of induction program documents to ensure the planned program meets the revised program standards.	February-April 2009
Regional review of induction programs responses to the Common Standards to ensure the program sponsors meet the Commission's Common Standards.	April-June 2009
All approved induction programs implement a revised program and have an updated program document that meets the adopted standards.	July 2009

Staff wishes to thank the members of the Induction Standards Design Team (Appendix A). Their work and experience was instrumental in reviewing the current induction standards, identifying and integrating the needs of multiple subject and single subject preliminary credential holders, and developing these proposed standards.

Recommended Action

Staff recommends that the Commission:

- adopt the proposed *Standards of Quality and Effectiveness for Teacher Induction Programs* as presented on pages 15-18 of this agenda item,
- adopt the *Preconditions for Induction Programs* as presented on pages 20-22 of this agenda item,
- adopt the Induction Standard Design Team's recommendation that all induction programs address the Commission's Common Standards, and
- temporarily adopt the italicized language modifying the Commission's Common Standards as presented on pages 12-14 of this agenda item to be in effect for induction programs until the Commission takes action to adopt revised Common Standard language.

Appendix A

Members of the Induction Standards Design Team

Lois Abel	Sinclair Research Group
Kathy Athey	San Joaquin County Office of Education
Wendy Baron	Santa Cruz/Silicon Valley New Teacher Project and New Teacher Center at UC Santa Cruz
Gilda Bloom	San Francisco State University/California Teachers Association
Nancy Brownell	California County Superintendents Educational Services Association
John Grow	Madera Unified School District
Karen Harvey	Saugus Union School District
Charlotte Kutzner	Poway Unified School District/California Federation of Teachers
Cancy McArn	Sacramento City Unified School District
Debbie Meadows	California State University, Bakersfield and Saugus Union School District
Corrine Muelrath	North Coast Beginning Teacher Program (SCOE)
Paula Motley	Monterey County Office of Education
Kenneth Pride	Los Angeles Unified School District
Gay Roby	Norwalk-La Mirada Unified School District
Ruth Sandlin	CSU San Bernardino/California State University
Judith Schierling	San Jose State University
Jodie Schwartzfarb	New Haven Unified School District
David Simmons	Ventura County Office of Education
Chantell Tarver	Livermore Valley Joint Unified School District
Mariam True	San Diego Unified School District
Mary Lou Weinrich	San Bernardino City Unified School District
Peter Williamson	Stanford University/Association of Independent California Colleges and Universities

Additional Special Education and English Learner Content Experts

Janet Barrett	Capistrano Unified School District
Irma Bravo Lawrence	Stanislaus County Office of Education
Adele Arrellano	CSU Sacramento
Susan Andrews	Ventura County Office of Education

Appendix B

Common Standards
(with Proposed Induction-Specific Italicized Language)

and

Proposed

Induction Program Standards

COMMON STANDARDS

Standard 1: Educational Leadership

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks and provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service and unit accountability. All professional preparation programs are organized, governed, and coordinated with the active involvement of program faculty and relevant stakeholders. Unit leadership, with institutional support, creates effective strategies to achieve the needs of all programs and represents the interests of each program within the institution or program sponsor. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Induction Programs: *“Institution and education unit” is defined as the school district, county office of education or institution of higher education that sponsors the induction program and any other credential programs. The induction program’s director has the authority and support needed to oversee human and fiscal resources in order to meet program goals, including professional development. The clear credential program considers adult learning styles and teaching context.*

Standard 2: Unit and Program Evaluation System

The education unit implements an assessment system for ongoing program and unit evaluation and improvement. The system collects, analyzes and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, competence, and program effectiveness. Data are analyzed to identify patterns and trends that serve as the basis for programmatic and unit decision-making.

Induction Programs: *“Unit and program evaluation system” encompasses the assessment of program effectiveness as it relates to all Common and Program Standards including state processes of program review or accreditation and local evaluation activities. Candidate performance, qualifications, proficiencies and competence are only in reference to clear credential requirements as defined by the Induction Program Standards.*

Standard 3: Resources

The institution or program sponsor provides the unit with the necessary budget, personnel, facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum development, instruction, field and clinical supervision, and assessment management. Library and digital media resources, information and communication technology resources, and support personnel are sufficient to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Common Standards with Induction Specific *Italicized* Language

Induction Programs: Library and digital media resources are instructional materials and information resources, including adopted textbooks utilized by the participating teachers. The program leader(s) access and coordinate existing professional development resources to implement the induction program. Adequate resources are allocated so that program personnel receive initial and on-going professional development, consistent with assigned responsibilities, to ensure that they are knowledgeable about the program and skilled in their roles.

Standard 4: Faculty

Qualified persons are hired and assigned to teach and supervise all courses and field experiences in each credential and certificate program. Faculty are knowledgeable in the content they teach, understand the context of public schooling, and model best professional practices in scholarship, service, teaching and learning. They are reflective of the diverse society and knowledgeable about cultural, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. Faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution or program sponsor provides support for faculty development and recognizes and rewards outstanding teaching, regularly evaluates the performance of course instructors and field supervisors, and retains only those who are consistently effective.

Induction Programs: Faculty include leaders of the induction program and individuals who provide professional development.

Standard 5: Admission

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness. Each individual has personal qualities and pre-professional experiences that suggest a strong potential for professional success and effectiveness.

Induction Programs: Individuals must hold a preliminary multiple or single subject credential and be in a teaching assignment or have other teaching experiences that allow the participant to demonstrate the knowledge and skills required by the induction program standards.

Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist in their professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The unit provides support to candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the

Common Standards with Induction Specific *Italicized* Language

education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Induction Programs: *Participating teachers are advised initially and throughout the program regarding the program requirements for the Early Completion Option, the responsibility to collect evidence of practice, and about the program's policies regarding program extensions.*

Standard 7: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and regularly evaluate a planned sequence of field and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that they meet state adopted academic standards. For each credential and certificate program, the unit collaborates with its school partners regarding the criteria for selection of school sites, effective clinical personnel and site-based supervising personnel. Fieldwork and clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching and learning and develop strategies for improving student learning.

Induction Programs: *The school site and field experience in induction involves the teacher working in his or her own classroom, and if necessary, the program provides additional experiences to support participating teachers in demonstrating the knowledge, skills, and abilities as defined in the program standards.*

Standard 8: Program Sponsor, District and University Field Experience Supervisors

Field supervisors provide systematic and continuing support for candidates. Based on identified criteria, field experience supervisors are carefully selected, knowledgeable and supportive of the academic content standards for students, trained in supervision, oriented to the supervisory role and evaluated in a systematic manner. Supervisory activities are evaluated and recognized. District-employed supervisors are certified and experienced in either teaching the specified content area(s) or performing the services authorized by the credential or certificate.

Induction Programs: *Support providers support participating teachers in their professional development and completion of credential requirements.*

Standard 9: Assessment of Candidate Competence

Candidates preparing to serve as teachers and other professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Induction Programs: *Induction programs do not participate in evaluation for employment purposes. For induction, the Commission-adopted competency requirements are found in **Category B: Effective Teaching** of the Induction Program Standards.*

Induction Program Standards

Category A: Program Design

Program Standard 1: Program Rationale and Design

The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and retain high quality teachers. The design is responsive to individual teacher's needs, and is consistent with Education Code. It is relevant to the contemporary conditions of teaching and learning and provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, support provider preparation, and program evaluation.

The program design provides systematic opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. The program design includes intensive individualized support and assistance to each participant, collaborative experiences with colleagues and resource personnel, and an inquiry-based formative assessment system that is built upon the *California Standards for the Teaching Profession*. The induction program collaborates with P-12 organizations to integrate induction program activities with district and partner organizations' professional development efforts.

Program Standard 2: Communication and Collaboration

The induction program articulates with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to induction and build upon and provide opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program.

The induction program collaborates regularly with partner school district personnel. These may include: human resource professionals for identification, eligibility, requirements for participation, and completion; educational services personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program.

Collaboration between the induction program and administrators establishes a professional, educational community, ensuring structures that support the activities of induction and coordinating additional site/district professional development opportunities. Programs offer professional development for site administrators that emphasizes the importance of new teacher development, identifies working conditions that optimizes participating teachers' success and implementing effective steps to ameliorate or overcome challenging aspects of teachers' work environments, and the foundations and processes of induction, in order to effectively transition the new teacher from induction to the role of professional educator.

Program Standard 3: Support Providers and Professional Development Providers

The induction program selects, prepares, and assigns support providers and professional development providers using well-defined criteria consistent with the provider's assigned responsibilities in the program.

Consistent with assigned responsibilities, program providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. Support provider training includes the development of knowledge and skills of mentoring, the *California Standards for the Teaching Profession*, *Effective Teaching Standards*

Induction Program Standards

(Category B of the Induction Program Standards), as well as the appropriate use of the instruments and processes of formative assessment systems.

The program has defined criteria for assigning support providers to participating teachers in a timely manner. Clear procedures are established for reassignments when either the participating teacher or support provider is dissatisfied with the pairing.

The program regularly assesses the quality of services provided by support providers to participating teachers and evaluates the performance of professional development providers using well-established criteria. The program leader(s) provides formative feedback to support providers and professional development providers on their work, retaining only those who meet the established criteria.

Program Standard 4: Formative Assessment System

The induction program utilizes a formative assessment system to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment guides the work of support providers and professional development providers as well as promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning.

The program's inquiry-based formative assessment system, characterized by a plan, teach, reflect and apply cycle, has three essential components: standards, evidence of practice, and criteria. The formative assessment processes, designed to improve teaching practice, are based on *The California Standards for the Teaching Profession* (CSTP) and in alignment with the P-12 academic content standards. Evidence of practice includes multiple measures such as self-assessment, observation, analyzing student work, and planning and delivering instruction. An assessment tool identifying multiple levels of teaching performance is used as a measure of teaching practice. Reflection on evidence of practice is a collaborative process with a prepared support provider and/or other colleagues as designated by the induction program.

Participating teachers and support providers collaborate to develop professional goals (an Individual Induction Plan) based on the teacher's assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. The Individual Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. The Individual Induction Plan (IIP) is a working document, and is periodically revisited for reflection and updating.

Category B: Effective Teaching

Program Standard 5: Pedagogy

Participating teachers grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Induction Program Standards

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.

Program Standard 6: Universal Access: Equity for all Students

Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices.

Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.

a) Teaching English Learners

To ensure academic achievement and language proficiency for English Learners, participating teachers adhere to legal and ethical obligations for teaching English Learners including the identification, referral and re-designation processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English Learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.

Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Induction Program Standards

Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

b) Teaching Special Populations

To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

Based on assessed student needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies).

Appendix C

Proposed Preconditions for Induction Programs

Proposed Preconditions for Induction Programs

General Preconditions Established by Commission and Department Policy

Pursuant to Education Code Section 44227(a), each program of teacher induction for a Clear credential shall adhere to the following requirements of the Commission.

- (1) **Approval and Academic Credit.** To be granted initial institutional approval by the Commission to become eligible to submit programs or continuing approval, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants postbaccalaureate academic credit, or both. This provision does not apply to teacher induction programs offered by school districts and/or local education agencies (LEAs) as defined by the Education Code.

For LEAs as defined by Education Code that wish to offer a teacher induction program, the district or LEA shall submit verification of the governing board's or Superintendent's agreement to sponsor the induction program.

- (2) **Responsibility and Authority.** To be granted initial institutional approval by the Commission to become eligible to submit programs or continuing approval, the institution/district/LEA shall provide the following information.

(a) Identification of the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the institution/district/LEA (including induction program).

(b) Description of the reporting relationship between the position described in (a) and the individuals who coordinate the induction program offered by the institution/district/LEA. If a reporting relationship is indirect, describe the levels of authority and responsibility for each individual.

- (3) **Personnel Decisions.** To be granted initial institutional approval by the Commission to become eligible to submit programs or continuing approval, a teacher induction program must be proposed and operated by an institution/district/LEA that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention, or graduation of students, and decisions regarding the employment, retention or promotion of employees.

- (4) **Demonstration of Need.** To be granted initial institutional approval by the Commission to become eligible to submit programs or continuing approval, the teacher induction program proposal must include a demonstration of the need for the program.

- (5) **Commission Assurances.** To be granted initial institutional approval by the Commission to become eligible to submit programs or continuing approval, the teacher induction program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission and approved by the California Department of Education; (b) include an assurance that the institution/district/LEA will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission and/or a CDE staff member; and (c) include an assurance that the institution/district/LEA will participate in focused reviews of one or more aspect(s) of the program when designated by the Commission and the Department.
- (6) **Requests for Data.** To be granted initial institutional approval by the Commission to become eligible to submit programs or continuing approval, the institution/district/LEA must identify a qualified individual responsible for reporting and responding to all requests from the Commission and the Department for the electronic submission of data, including program enrollments, program completers, transferring candidate transportability processes, Early Completion Option criteria and number of Early Completion Option program completers, and candidate and state and federal reporting within the time limits specified by the Commission and the Department.

General Preconditions Established by State Law

- (7) **Program Admission.** An institution/district/LEA sponsoring a teacher induction program must assess each candidate's standing in relation to the eligibility criteria for enrollment in a teacher induction program, and admits only those candidates who meet the first requirement and the second, if applicable:
- The candidate holds a valid California Preliminary Multiple and/or Single Subject Teaching Credential (Ryan Credential or SB 2042 Credential)
 - The candidate, if trained outside of state, has less than two years of teaching experience.

Reference: Education Code Sections 44279.1, 44279.4

- (8) **Early Completion of Program Requirements.** An institution/district/LEA sponsoring a professional teacher induction program shall make available and advise candidates of an Early Completion option for “experienced and exceptional” candidates who meet the program’s established criteria.

Reference: Education Code Section 44279.25.

- (9) **Program Support Providers.** An institution/district/LEA sponsoring a teacher induction program shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop a professional induction plan for the support and development of each beginning teacher. The support provider must hold a valid California teaching credential, or have equivalent professional background and experience.

Reference: Education Code Section 44279.

(10) English Language Skills. In each program of professional teacher induction, the sponsoring institution/district/LEA shall require the candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language.

Reference: Education Code Section 44259.5.

(11) Completion of Requirements. One full year, or the equivalent thereof, of paid, classroom teaching experience and beginning teacher support and assessment shall be a prerequisite to obtaining a clear credential to teach in the California public schools. An institution/district/LEA sponsoring a teacher induction program shall determine, prior to the recommending of a candidate for the Clear credential, that the candidate meets all legal requirements for the credential.

Reference: Education Code Sections 44259, 44274.2.